R E P O R T R E S U M E S

ED 017 385 RC 002 392

BILINGUAL EDUCATION IN ARIZONA. REPORT 3, BILINGUAL PROGRAMS IN THE SOUTHWEST.

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REPORT NUMBER R-3 PUB DATE 10 NOV 67

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS- ATTENDANCE, *AMERICAN INDIANS, *BILINGUALISM, CULTURAL DIFFERENCES, CULTURALLY DISADVANTAGED, COMMUNITY INVOLVEMENT, EDUCATION, EDUCATIONAL PROBLEMS, ETHNIC GROUPS, EDUCATIONAL DISADVANTAGEMENT, *ENGLISH (SECOND LANGUAGE), FAMILY INVOLVEMENT, HEALTH, INSTRUCTIONAL MATERIALS, INSERVICE EDUCATION, INTERSTATE PROGRAMS, LANGUAGE ABILITY, LANGUAGE DEVELOPMENT, LANGUAGE ARTS, MIGRANT CHILDREN, *MEXICAN AMERICANS, *NEEDS, NUTRITION,

MANY ARIZONA PEOPLE WHO HAVE SPANISH SURNAMES ARE CONFRONTED WITH BOTH LANGUAGE AND CULTURAL PROBLEMS. TO COPE WITH THIS SITUATION, TEACHERS NEED TRAINING TO UNDERSTAND THE FAMILY STRUCTURE AND WAY OF LIFE OF THESE PEOPLE. MANY SCHOOL DISTRICTS AND ORGANIZATIONS IN ARIZONA ARE DEVELOPING BILINGUAL PROGRAMS AND SERVICES TO HELP THOSE OF INDIAN, SPANISH, AND MEXICAN EXTRACTION WHO ARE IN NEED. SOME OF THOSE PROGRAMS ARE--(1) PROGRAMS FOR THE EDUCATIONALLY AND CULTURALLY DEPRIVED, (2) ELEMENTARY AND SECONDARY PROGRAMS IN LANGUAGE ARTS, (3) PROJECTS IN SPECIAL EDUCATION, (4) PROJECTS IN ENGLISH AS A SECOND LANGUAGE, (5) CULTURAL ENRICHMENT PROJECTS, (6) PROGRAMS TO DEVELOP CURRICULUM MATERIALS CENTERS, AND (7) HEALTH PROJECTS. SOME OF THESE PROGRAMS ARE DESIGNED TO MEET THE SPECIAL EDUCATIONAL NEEDS OF AGRICULTURAL MIGRANT AND INDIAN YOUNGSTERS. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ED017385

RC002392

REPORT III: Bilingual Programs in the Southwest

Bilingual Education in Arizona

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The State of Arizona has for many years been aware of the contributions made by its bilingual citizenry. It has also realized some of the educational and social problems faced by some of these people due to language deficiencies, particularly English, and to some extent cultural differences.

In language development one should not fail to recognize the fact that the needs of individuals of Spanish surnames vary from school district to school district and from State to State. There are individuals with Spanish surnames who do not speak English. On the other hand there are individuals with Spanish surnames who do not speak Spanish. Within these two points there are varying degrees of competence. Consequently, one cannot set up one "bilingual" program that will satisfy the needs of the varying language demands of all individuals. We have to identify and describe the "bilingual" problem in a particular area and then prescribe. After all, a program may be developed to serve Tolleson, Arizona, a known impact area for migrant workers, and yet this same program might be a complete failure in an area such as North Phoenix or the border-town of Nogales.

Many have, in addition to language problems, cultural problems. That is, they need to identify themselves with their immediate American society — their school and their community. All ethnic groups should be encouraged and guided to take part in school and community activities such as athletics, plays, clubs, dances and community projects. Let them know that they *do* belong.

In order to accomplish the aforementioned we have to train teachers to understand the family structure and the way of life of Americans of Indian, Spanish and Mexican extractions.

Many school districts and organizations, in conjunction with the SDPI, are working toward this end. The following examples of projects going on within the State will better demonstrate what is taking place at all levels. These examples are only a fraction of the programs that are now in existence. However, we recognize the need for more legislation which will provide more funds to further develop our programs.

Programs for the educationally and culturally deprived (including pre-school and kindergarten programs: Douglas, Eloy, Phoenix, Willcox, Window Rock, Winslow, Yuma.

Elementary and secondary programs in language arts: Benson, Casa Grande, Eloy, Miami, Peoria, Phoenix, Roll, Safford, Snowflake, Solomonville, Tucson, Winslow.

Projects in special education: Douglas, Eloy, Ft. Thomas, Marana, Phoenix, Tucson, Whiteriver, Winslow, Yuma.

Programs in speech and hearing therapy: Kayenta, Phoenix, Tucson, Winslow.

Programs in English as a second language: Gilbert, Palo Verde, Peoria, Sasabe, Solomonville, Somerton, Tucson, Yuma.

Cultural enrichment programs: Camp Verde, Casa Grande, Concho, Coolidge, Elfrida, Mesa, Naco, Palo Verde, Peoria, Phoenix, Tucson, Yuma.

Curriculum materials centers: Avondale, Buckeye, Flagstaff, Florence, Glendale, Miami, Patagonia, Peoria, Pima, Phoenix, Safford, Solomonville, Williams.

Health services, food, and clothing: Bisbee, Concho, Coolidge, Eloy, Ft. Thomas, Palo Verde, Pearce, Peoria, Phoenix, Sanders, San Simon, Solomonville, Stanfield, Tolleson, Willcox, Winslow.

There are many diverse types of programs in progress here; they include English as a second language; improved educational opportunities; remedial programs in subjects such as English, mathematics, and physical fitness; developing language and cultural concepts for non-English speaking students; team-teaching, diagnostic, and remedial activities; reinforcement and improvement of the learning environment; saturation programs of reading and guidance, etc.

One of the major problems of bilingual education in Arizona is related to serving the special educational needs of migratory children. With reference to these needs, the following should be taken into consideration:

1. *Regular school attendance.* These children because of economic, social, and environmental conditions maintain poor attendance records in their attendance areas. Parents' attitude toward schools, based on their past experiences, is reflected on children. Specialized programs and attitude flexibility of schools and teachers would improve attendance.

2. *Kindergarten and Preschool programs.* Specialized preschool activities for migrant children would aid in developing attitudes, provide needed health and nutritional foundation and create a better educational atmosphere for a smoother transition into the primary level curriculum.

3. *Language instruction for Non-English Speakers.* The school should provide instruction in the English language for children who either do not speak or have a limited speaking knowledge of standard English.

4. *Specialized Personnel.* Migrant educational programs demand special preparation for teachers of target curriculum areas — language development and counseling.

5. *Educational Materials.* The educational community must provide for the selection or development of educational materials most suited to the needs of the migrant child for basic education.

6. *Units of Instruction.* Units must be built around the experiences of a migrant child in speech, reading, writing, and listening skills consisting of six to eight week blocks of time. It would provide a flexibility to move in and out of a program.

7. *Health and Nutrition.* Health programs based on the practical health needs of the migrant child would be more meaningful.

8. *Psychological Services.* Psychological services to help migrant children feel welcome, wanted and appreciated should be provided.

9. *Adequate Facilities.* Schools in impact areas should be provided with the proper facilities and equipment to more effectively carry out programs.

10. *Personal and Vocational Guidance.* Total family involvement in an educational program leading to vocational improvement should be created.

11. *Expand Cultural Horizons.* Emphasis by the school and community to broaden the migrant child's cultural development should be implemented.

12. *A Standardized Record Transfer System.* Adequate records including pertinent characteristic information and a system between states for their rapid transmittal is vitally needed.

13. *In-Service Training of Teachers.* Training in methods and materials for those persons selected as teachers of migrant children in the various local educational agencies is needed.

14. *Family Involvement.* Emphasis should be placed on the family unit and what it contributes to the school and community.

15. *Health Follow-Up.* Provisions should be made whereby a child's immediate health needs may be attended to either by the school or local community agencies.

16. *Community Involvement.* Committees and local civic and social organizations should work to create a better understanding of the problems concerning migrant children and families and help redirect unfavorable attitudes the community may have about migrants.

17. *Interstate Cooperation.* There should be an interchange of methods and supplementary curriculum materials between states that share the responsbility for educational life of the migrant child.

The needs of the migrant child are numerous and the concentrated and coordinated effort of the public schools and other educational agencies implementing specific programs may help migrant children raise their level of skills in reading, and improve their ability to function more satisfactorily in our contemporary society through the acquisition of skills in citizenship, health habits and living with others. Project Title I, P. L. 89-10 as amended 1966 provides grants to State Educational Agencies for the development of migrant education programs.

Another problem in Arizona related to bilingual education is that of Indian education. There are approximately 80,000 full blooded Indians in Arizona, 33,000 of whom attend public, Indian Bureau, and parochial schools. For the most part these children speak the Indian language at home and English at school. This alone creates a great need in adult education for parents and others in the community. Isolation of these communities from the mainstream of American life becomes an important factor in their education. The following localities have special programs in English as a second language for Indian pupils: Casa Grande, Chinle, Flagstaff, Ganado, Globe, Holbrook, Kayenta, Peach Springs, Sells, Snowflake, Tuba City, Whiteriver, and Window Rock.

Bilingual educational programs include those designed for adults. In Arizona, there are 342,000 adults with less than a high school education, 194,000 with less than an eighth grade education, and 155,000 with less than a fifth grade education. The last group is classified as functionally illiterate and is the group which we hope to serve first. Of this group, some have never been to school in any country and speak no English.

This latter group includes American citizens. Many in this group are Spanish-Americans — Arizona has approximately 400,000. Many are Indians — Arizona has the largest number of Indians of any State in the Union. Many are aliens — there are some 46,000 within the borders of Arizona. Many are migrants.

More often than not, these are the people living on welfare, in poverty-stricken areas, unable to rise above their surroundings because they lack fundamental education.

Our aim is to go into the areas where education is most needed and set up classes which are most likely to fulfill the need.

During the first year and a half in which the Adult Education Division has been in existence, there have been 31 projects in 24 school districts, which reached 5,714 students and involved over 200 teachers. We have also had contracts for teacher-training, development of materials and English instruction by radio and T.V. at the University of Arizona, Arizona State University and Northern Arizona University.

This is an ambitious beginning, but it is only a beginning when you consider that there are 292 school districts and 155,000 adults with less than a fifth grade education.

Projects or local programs in progress:

COCHISE: County School Supt., Tombstone No. 1, Bisbee No. 2, Douglas No. 26, Benson No. 9, Willcox No. 13. Classes in basic math, English, and Social Sciences. Ft. Huachuca — non-English speaking G. I. wives (French, German, Vietnamese, and Korean)

COCONINO: Fredonia No. 6. Small isolated. Basic Industry — saw mill. Navajo class using our Navajo Tchng. tapes as base.

GILA: Hayden H. S. Dist. No. 80 and Copper Belt Dist. No. 41 (Hayden-Winkleman area) class teaches English as a Second Lang. to Mexican-Americans.

GRAHAM: Safford No. 1. Basic and advanced, English 900 Series, math, science, consumer material, citizenship, history & geography. Classes in Safford, Solomon, Little Hollywood. Ft. Thomas No. 10. The program consisted of English, math, first aid, and tribal constitution. Pima No. 20, Mexican-American and Indian. Farming area.

GREENLEE: Clifton No. 3. Program designed to raise levels of skills in reading, writing & general communication to the 8th grade level. Morenci No. 18, Large open pit copper mine area. Mexican-American. English as 2nd Language class. Duncan No. 20. Mining town completely Mexican-American. English as 2nd Language class.

MARICOPA: Phoenix Union No. 23. Exploratory in each new area and among different ethnic groups. Adjustments to individual needs, English. Glendale No. 40. Basically wealthy area near rural poverty pocket of Spanish speaking people who move out of neighborhood as they progress economically; they are replaced by poorer group. Wilson No. 7. Basic reading, writing and computational skills in variable group sizes with team teaching. Tempe No. 27. Underprivileged with Negro, Mexican-American. Basic communication skills. Arlington No. 47. Education Program to improve basic skills in citizenship and occupations. Dysart No. 30. Classes consist of functionally illiterate Spanish-American adults. English, math, social studies. Gila Bend No. 15. Mexican-American farming. English as 2nd Language. Chandler No. 80. Farming area. English as 2nd Language.

NAVAJO: Holbrook No. 3. Teaching basic communication skills in speaking, writing & reading. Snowflake No. 5. Came as result of community & teacher interest. Mormon community. Fringe of Indians & Mexican-Americans & ranch & saw-mill workers. Winslow No. 1. New. Tourist business. 60% Mexican-American 20% Negro.